

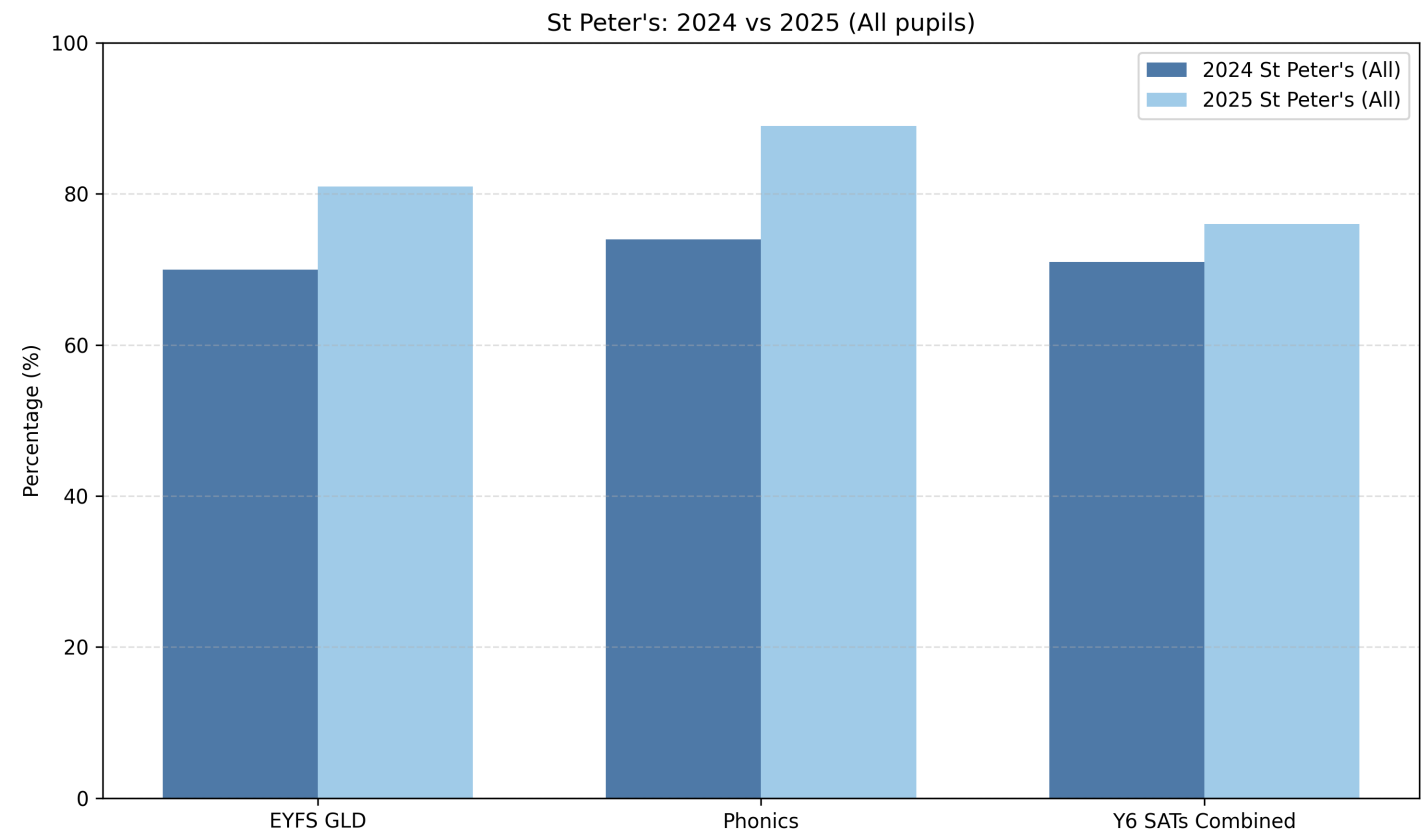
Part B: Review of the previous academic year (2024-2025)

Outcomes for disadvantaged pupils

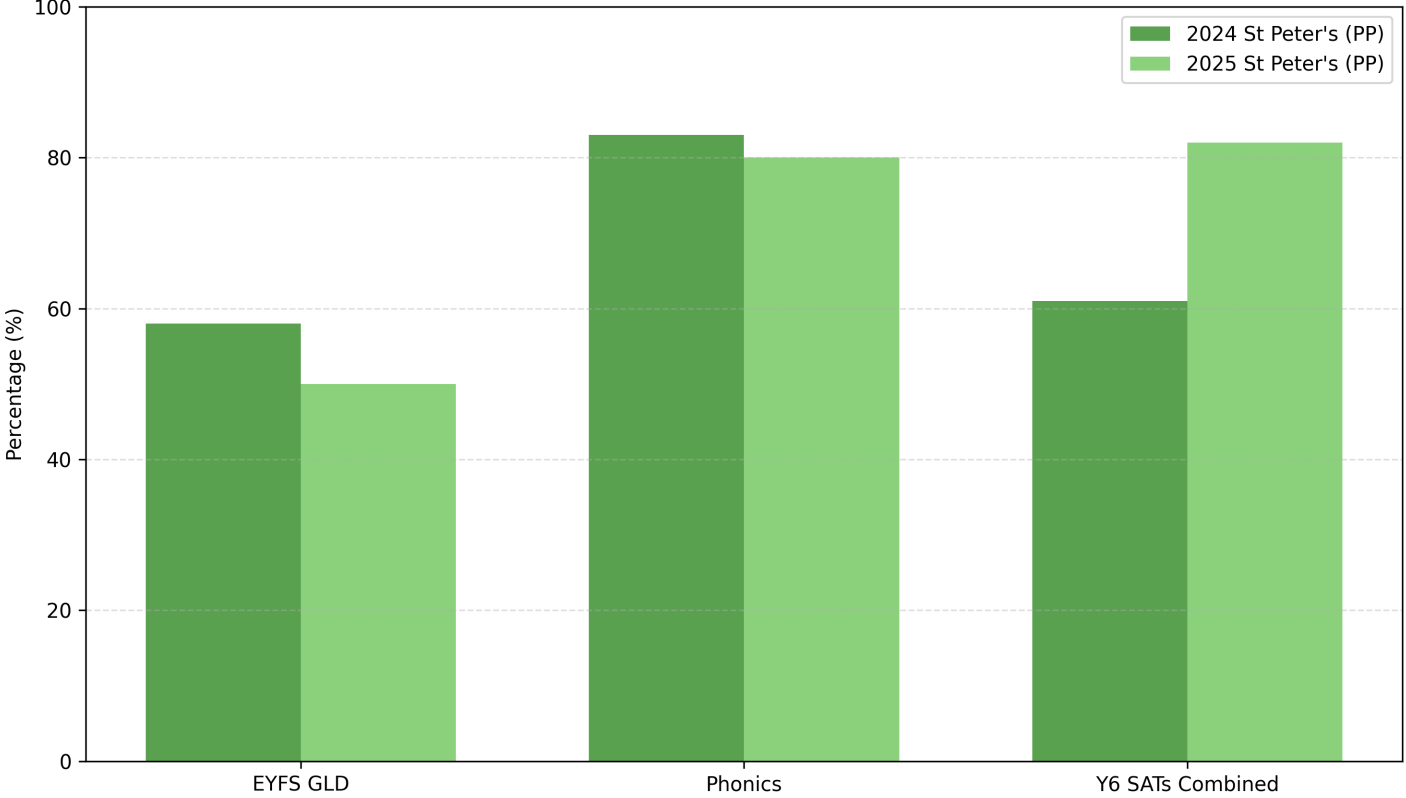
Summary headlines

- **Attainment (All pupils):** Improved across all headline measures from 2024 to 2025: EYFS GLD +11pp (70%→81%), Phonics +15pp (74%→89%), Y6 SATs Combined +5pp (71%→76%).
- **Attainment (Pupil Premium):** Mixed picture. Strong gains in Y6 Combined +21pp (61%→82%), small decline in Phonics -3pp (83%→80%) and a decline in EYFS GLD -8pp (58%→50%).
- **Gaps:** EYFS: PP gap widened from -12pp (2024) to -31pp (2025). Phonics: PP advantage in 2024 (+9pp) reversed to a -9pp gap in 2025. Y6 Combined: PP moved from -10pp (2024) to +6pp (2025).
- **St Peter's vs national & national PP:** St Peter's outperforms national across measures in both years and PP outperforms national PP—particularly Y6 (2025) +35pp (82% vs 47%).

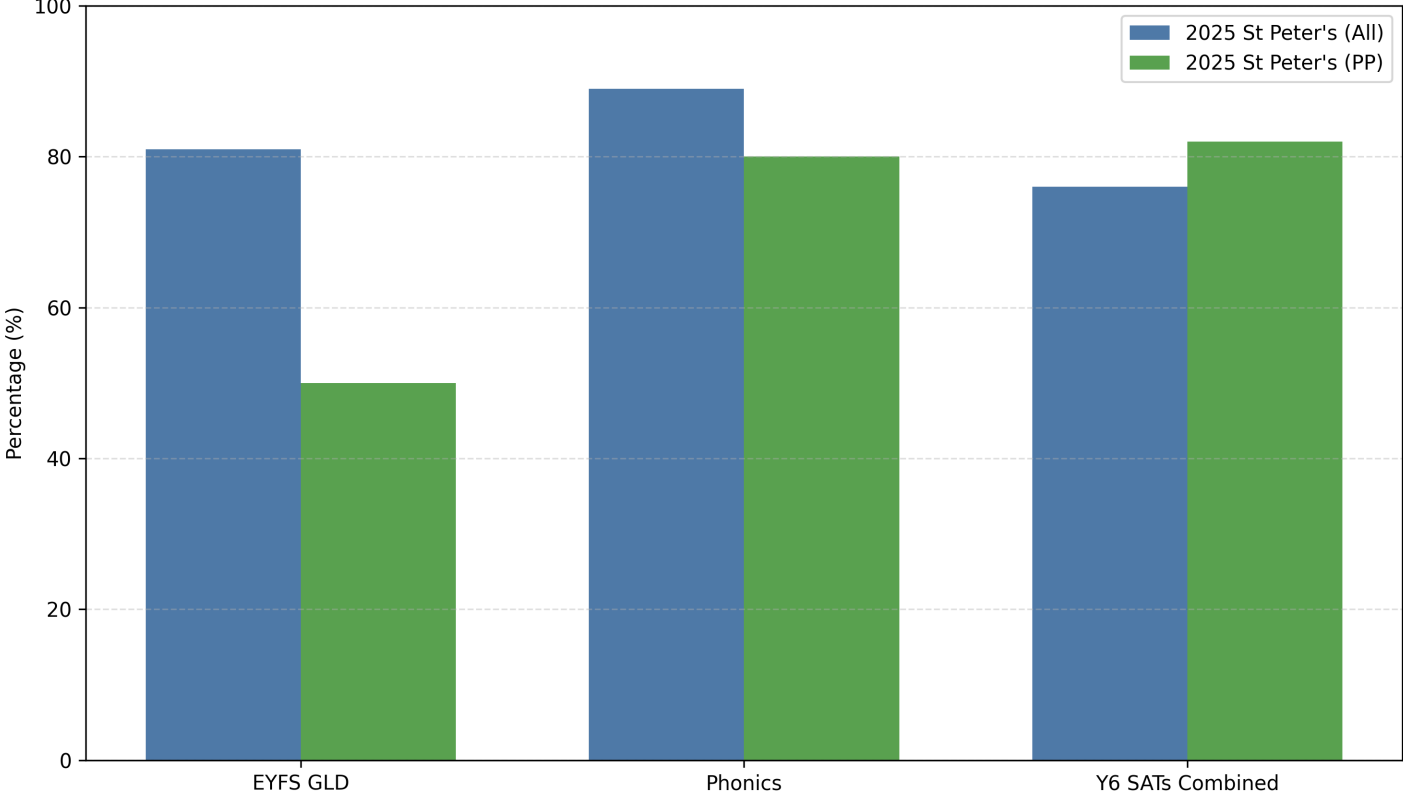
(Year 1: PP ahead by +16.6% pp on average across Reading/Writing/Maths; Year 2: PP ahead by +7.4% pp; Year 3: PP behind by -14.4% pp; Year 4: PP behind by -6.7% pp; Year 5: PP slightly ahead by +4.6 pp.
Overall Years 1-5: Biggest PP advantage = **Y1 Writing (+28.4% pp)** and **Y5 Reading (+22.7% pp)**; biggest PP deficit = **Y3 Maths (-22.5% pp).**)



St Peter's: 2024 vs 2025 (Pupil Premium)



St Peter's 2025: PP vs All



Check alignment to Ofsted's new inspection toolkit (Inclusion)

St Peter' published strategy cites high-quality evidence (EEF guidance; DfE 'menu of approaches') and sets out quality first teaching, targeted interventions and wider strategies (attendance, wellbeing, parental engagement). The plan identifies specific challenges, success criteria and a clear monitoring cadence - consistent with Ofsted's expectations.

Impact of key strategies

1) Quality First Teaching & instructional coaching (Steplab), feedback policy, and subject-lead CPD

The sustained rise in whole-school outcomes (EYFS GLD, Phonics, Y6 Combined) is consistent with improved classroom practice supported by coaching, structured feedback and subject-specific CPD. Gains in Y6 Combined (All +5pp; PP +21pp) align with assessment-informed curriculum, Power Maths mastery, and writing CPD.

2) Phonics leadership and targeted phonics support

All pupils' Phonics scored rose markedly (74%→89%), suggesting effective leadership and fidelity to Read Write Inc. However, PP Phonics dipped slightly (83%→80%) and lost its 2024 advantage - indicating the need to tighten targeting and follow-through for PP pupils.

3) Targeted academic support

Y6 PP outcomes (82% Combined) strongly out-perform national PP (47%) in 2025 - consistent with precisely targeted, high-dosage support and curriculum-matched materials. The closing and reversal of the PP gap in Y6 reinforces that structured interventions are being delivered with sufficient intensity and diagnostic precision.

4) Wider strategies (SEL/ELSA/Jigsaw; attendance systems; parental engagement)

The positive Y6 PP trajectory likely benefited from SEL routines, Nurture/Happy Lunchtime and attendance case-management. EYFS PP fall in GLD and widened PP gap suggest PP pupils in EYFS still face compounded barriers.

Attendance (2024) – update against target

- Whole school attendance (2024): 96.7%
- Pupil Premium attendance (2024): 94.8%
- Current attendance gap: 1.9 percentage points

Commentary vs target: The current gap of 1.9pp is 0.4pp above target, indicating good progress compared with last year's reported gap but not yet at the desired threshold. To meet the target, PP attendance needs to rise by ~0.4pp.

Recommended next steps:

- **EYFS PP pupils:** review of provision and intervention to support current Year 1 PP pupils (e.g. those who didn't meet ELG).
- **Year 3 pupils:** review of provision and intervention in Maths, including parental engagement.
- **Attendance:** continued rapid parental engagement and first-day calls; link Forest School and Puppy nurture groups to attendance; track impact; termly PP vs non-PP analysis by year group.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
RWI Phonics	Read Write Inc Phonics
Power Maths	Active Learn
Jigsaw PSHE Scheme	Jigsaw
Cornerstones History, Geography, Science, Art and DT Scheme	Cornerstones
Real PE scheme	Real PE Create Development
Teach Computing	The NCCE
Leicestershire RE Syllabus	Natre
Twinkl	Spelling, Music and French
Teachmate AI	To support planning including adaptations and teacher workload
Widget	To support SEND adaptations
English Grammar, Spelling, Reading Comprehension and Maths booklets for Catch Up and School Led Tuition	CPG

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

<i>Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.</i>
